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**Practicing for Success: STAAR  
Reading Language Arts  
Grade 3**

**This sample includes the following:**

**Teacher's Guide pages** (5 pages)

- Cover and Table of Contents
- Pacing Plan
- Teacher Notes

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# STAAR<sup>®</sup>

Grade

3



## Teacher's Guide



UPDATED  
for the  
**STAAR**  
REDESIGN



# Reading Language Arts

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# Pacing Plan

The following six-week pacing plan is designed to provide students with a variety of strategies for analyzing texts. Lessons in the student book appear in this order and can be used to prepare students in just 30 minutes a day. You can customize this pacing plan according to students' needs.

Unit	Day 1	Day 2	Day 3	Day 4	Day 5
Analyzing Language to Understand Texts	3.6F; 3.7C; 3.9B; 3.10D Guided Practice	3.6F; 3.7C; 3.9B; 3.10D Partner Practice	3.3 (A, B, C, D) Guided Practice	3.3 (A, B, C, D) Partner Practice	3.3 (A, B, C, D); 3.6F; 3.7C; 3.9B; 3.10D Independent Practice
Using Characters and Plot to Analyze Themes	3.8 (A, B); 3.9A; 3.10E Guided Practice	3.8 (A, B); 3.9A; 3.10E Partner Practice	3.7D; 3.8 (C, D); 3.9C Guided Practice	3.7D; 3.8 (C, D); 3.9C Partner Practice	3.7D; 3.8 (A, B, C, D); 3.9C; 3.10E Independent Practice
Comprehending Texts by Analyzing Evidence	3.9 (Ei, Eii, Eiii) Guided Practice	3.9 (Ei, Eii, Eiii) Partner Practice	3.6 (G, H); 3.9 (Di, Dii) Guided Practice	3.6 (G, H); 3.9 (Di, Dii) Partner Practice	3.6 (G, H); 3.9 (Di, Dii, Ei, Eii, Eiii) Independent Practice
Understanding an Author's Argument and Reasons for Writing	3.9 (Diii); 3.10 (A, B, C) Guided Practice	3.9 (Diii); 3.10 (A, B, C) Partner Practice	3.6 (C, E); 3.10 (F, G) Guided Practice	3.6 (C, E); 3.10 (F, G) Partner Practice	3.6 (C, E); 3.9 (Diii); 3.10 (A, B, C, F, G) Independent Practice
Revising and Editing Texts	Text 1 3.2B (i, iii); 3.11Bi; 3.11C; 3.11D (i, iii, vi) Guided Practice	Text 1 3.2B (i, iii); 3.11Bi; 3.11C; 3.11D (i, iii, vi) Guided Practice	Text 2 3.2 Bii; 3.11 (Bi, Div, Dv, Dvii, Dviii) Partner Practice	Text 2 3.2 Bii; 3.11 (Bi, Div, Dv, Dvii, Dviii) Partner Practice	Text 3 3.2 (Bv, Biv, Bvi); 3.11 (Dii, Dix, Dx, Dxi) Independent Practice
Practice Test	Reading (Items 1–18)	Reading (Items 19–26)	Revising and Editing (Items 27–41)	Practice Test Review	Celebration

# Characters Teach Us Lessons

This lesson guides students as they work on pages 18–19.

## TEKS Lesson Focus

**Reading Standard 3.8A and 3.8B**—The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) infer the theme of a work, distinguishing theme from topic; (B) explain the relationships among the major and minor characters.

**Reading Standard 3.9A**—The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths.

**Reading Standard 3.10E**—The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to: (E) identify the use of literary devices, including first- or third-person point of view.

## Guided Practice

1. Tell students that authors show readers the theme of a story by creating characters that grow and change when they face problems.
2. Have students pay attention to the steps you take as you model how to find the problem in the story and annotate how the character(s) changes through actions, dialogue, and inner-thinking.

After reading paragraphs 1–5, model step 1 of “Noticing When Characters Change” by pointing out that there seems to be a problem here: Timothy is not as excited as everyone else. This is shown by his actions. He frowns. He complains. Annotate more examples like this to further highlight the problem.

**Race to the Moon**

- 1 Mom walks into the living room and asks, “What are you guys up to?”
- 2 “Timothy and I are building a rocket ship for science class,” I answer her.
- 3 “One that goes to the moon,” adds my little sister Madison.
- 4 “You can work on it in the basement,” says Mom. “You’ll find a lot of materials for your rocket down there. Come on, I’ll show you.”
- 5 In the basement, Mom leads the way to two cardboard boxes in a corner. Beside them, covered by a sheet of black plastic, are things that are too big to fit in the boxes. “These are all the items that didn’t sell when I hosted a garage sale last week,” Mom explains. “You can use anything you want.”
- 6 “Thank you!” Madison and I cry in unison. But Timothy frowns.
- 7 The moment Mom walks out the door, I tip over the rest of the boxes to see what treasures we can find. There are a lot of books, clothing, magazines, old CDs and DVDs, some balls of yarn, a broken toaster, a dartboard, and a lot more bits and pieces.
- 8 “There’s nothing here to help us build a rocket,” declares Timothy.
- 9 Madison lifts up the black plastic cover and turns to us, smiling. “Check this out!” We’re looking at an exercise bike. It’s old and the seat is cracked, but I can tell it still works as I give the wheels a spin.
- 10 “Madison, you’ve found our engine!” I cheered.
- 11 It was Timothy’s turn to smile. I could tell Madison’s discovery was exciting to him, too!

After reading paragraph 11, model step 2 of “Noticing When Characters Change” as you draw students’ attention to how Timothy starts to change after Madison finds an engine. Annotate his actions. He smiles.



**Answers for page 19**—1. B, D; 2. D; 3. B

## Putting It All Together

Direct students to discuss how Timothy changed and what he learned. This is the theme.



### Teacher Tips

When teaching students to determine the theme, it helps to focus on how a character(s) changes. Direct students to pay attention to and annotate the character(s)’ thoughts, actions, and dialogue before, during, and after the problem/conflict.

## Partner Practice

This lesson guides students as they work on pages 20–21.

1. Remind students to use the steps for “Noticing When Characters Change.”
2. Direct students to use the guiding questions to help them identify the problem and notice how characters are changing.

Explain to students that sometimes test passages are sections of longer texts, so the test makers will include some background knowledge for them to better understand the story.

*Introduction: The General of Egypt wanted to give the King of France a very special gift that would help unite their countries. The general asked his advisor what the king would like more than anything else in the world.*


**"An Amazing Plan"**

**Chapter 2 from *The Loveliest One* by Sharon Callen**

- 1 "There is nothing more beautiful than a giraffe," his advisor said. "The King of France has never seen a giraffe. Let's send him one!"
- 2 "Hah! We live in Africa. France is on the other side of the world!" said the general. "How can a giraffe go from Africa to France?" he asked.
- 3 "I think I have a plan," replied his advisor. "The first step is to choose the loveliest giraffe in Africa."
- 4 "What about Beloved? She is said to be the loveliest giraffe ever," said the advisor's assistant.
- 5 "Fetch her!" said the general. And so, the advisor and his assistant traveled to the deepest parts of Africa to find Beloved.
- 6 When the men found her, her huge eyes were full of tears. "I don't want to leave my mother!" she cried.
- 7 "Don't you want to see the world?" the advisor asked Beloved. "Don't you want to meet the King of France? You will have a wonderful adventure."
- 8 Beloved stopped crying. "Maybe," she whispered.
- 9 However, her mother said, "I told you, those eyes will see amazing things. You must go."
- 10 Beloved's mother watched sadly as the advisor lifted young Beloved onto the back of a camel. But she knew her baby had a wonderful adventure ahead of her.

*How does this help you understand what the story will be about?*

*What is the problem Beloved is facing? Give details from the story.*



As you circulate, listen in to student conversations about the plot. Notice which students can identify the problem and are striving to do so. Bring students for a quick small-group discussion about how to find the problem in a story. Make sure students are annotating character actions, dialogue, and inner-thoughts. Use this time to collect data as you listen in to student conversations to prepare for one-on-one or small-group instruction during Independent Practice.

Remind students that how and why a character changes tells readers the central message.



**Answers for page 21—1. D, B; 2. A, D**

## Independent Practice


This lesson guides students as they work on pages 26–27.

1. Tell students that this will be an opportunity to apply their new skills on their own.

As you circulate, notice which students can identify the problem. Remind students to annotate as they work independently. Use this time to support students in one-on-one or small-group instruction.

**Excerpt from *Coyote: A Trickster Tale* by Sam Besson**

- 1 One day, as Coyote was passing by a spiky Joshua tree, he saw a flock of crows singing and dancing, chanting, and laughing. He turned and crept up close to watch them.
- 2 Coyote had a nose for trouble, and he was following his nose again! He forgot that the crows were always trying to trick him. He watched as the crows flew into the sky and headed toward the canyon. *If only I could fly*, he thought. *That would mean I would be the greatest coyote ever born. Maybe the crows could show me how.*
- 3 So Coyote called to the crows as they circled the canyon, "I'd love to join you!"
- 4 Old Man Crow laughed to himself and said to his flock, "Let's have some fun with this silly creature."
- 5 Then, Old Man Crow flew down to the Joshua tree and asked Coyote, "Would you like to dance with us?"
- 6 "Oh, yes please," replied Coyote. "But I would really like to fly."
- 7 "Mmm...maybe you can," said Old Man Crow, stroking his beak with his wing. "Let me see if we can help you."
- 8 Old Man Crow plucked a shiny black feather from one of his wings. He told his flock to do the same. They each flew down and stuck their feathers into Coyote. It hurt a lot! He tried not to cry, but his eyes watered, and his nose twitched. The crows laughed among themselves. "What a silly coyote he is!" they said to each other.
- 9 "Now, you are ready to fly," Old Man Crow told Coyote. Suddenly, the crows flew into the sky like a shiny black cloud rising from the ground. Coyote tried to follow, but it was impossible! He was completely off balance. He couldn't lift himself off the ground even an inch.
- 10 "Wait! Don't leave me!" he cried, as he stumbled around. He tripped over his feet and fell. It hurt, and Coyote felt very sorry for himself.




**Answers for page 27—1. C, B; 2. A; 3.** In paragraphs 7 and 8, the events suggest that Old Man Crow knows Coyote will fall for his trick. Coyote is in pain when Old Man Crow and his flock attach their feathers to him, but he does not complain. For example, "They each flew down and stuck their feathers into Coyote. It hurt a lot! He tried not to cry, but his eyes watered, and his nose twitched. The crows laughed among themselves. 'What a silly coyote he is!' they said to each other." Everyone knows Coyote is being tricked but Coyote.